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ORIGINAL

SPORT SERVICE QUALITY AT SCHOOL AGE FROM A DOUBLE PERSPECTIVE

CALIDAD DEL SERVICIO DEPORTIVO EN LA EDAD ESCOLAR DESDE UNA DOBLE PERSPECTIVA

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ABSTRACT

In order to determine the perceived quality of sport services at school age we have used the EPOD scale. The population studied consisted of sports instructors and users of a sport system with a total of 463 users and 29 service providers. The global assessment of services has been positive. There are some differences between the two groups under consideration in the overall assessment and sports technicians' dimension. As regards to the different physical-sports activities, the best valued ones are dance, tennis and aerobics. The worst valued aspects are related to resources, materials and facilities, and also the or-

ganisations' public image. Human resources are the strongest point of sport services at school age.

KEY WORDS: Quality, school sport, users, service providers.

RESUMEN

Para determinar la calidad percibida de los servicios deportivos en edad escolar hemos utilizado una escala de elaboración propia. La población objeto de estudio ha estado formada por los monitores y los clientes de un sistema deportivo, siendo un total de 463 usuarios y 29 prestadores. La valoración global de los servicios ha sido buena. Existen diferencias entre los dos grupos objeto de estudio en la valoración global y en la dimensión técnicos deportivos. Por lo que se refiere a las diferentes prácticas físico-deportivas baile, tenis y aeróbic han sido las mejor valoradas. Los aspectos peor calificados están relacionados con los recursos, materiales e instalaciones, y la imagen que transmiten las propias organizaciones. El punto fuerte del servicio deportivo en edad escolar lo constituye el recurso humano.

PALABRAS CLAVE: Calidad, deporte escolar, usuarios, prestadores del servicio

INTRODUCTION

The analysis and understanding of the service users' satisfaction is one of the most studied facts in recent years due to two factors: the deep understanding of their behaviour and the use of the information that organizations will have with this type of research. (Martínez-Tur, García-Buades, Marzo and Gosálvez, 1998; Martínez-Tur, Peiró, Ramos and Tordera; 2000). Both have a common goal, to improve the quality and perception that the users have of the received service. These two concepts are interrelated, and some authors like Liljander (1994) consider both constructs as synonyms and suggests that models of satisfaction can be called perceived quality of the service since what is studied is a service and not a consumer good. Dabholkar (1995), within this line of thinking, suggested that the professionals focused on the intervention of these issues, do not have to differentiate between both concepts.

The concept of service quality arises when the people responsible of the organizations find difficulties in creating lasting, competitive, technological advantages and have to pay more attention as well as allocate resources to the added value of the service itself as a real source of competitive superiority (Lloréns and Fuentes, 2000). Nowadays, quality has become one of the goals of organizations (Chelladurai and Chang, 2000), and departments are being created which are responsible of achieving it. Those responsible for quality are interested in learning the elements that are crucial for getting a positive assessment

of the service from the user (Mañas, Jiménez, Muyor, Martínez and Moliner, 2008).

But quality has not always meant the same, for Reeves and Bednar (1994) this concept has evolved from four approaches:

- *Quality as excellence.* It is the best to its full and/or absolute extent. Authors such as Zeithaml (1988) are positioned in this line when they associate quality with conditions of excellence or superiority.
- *Quality as a value.* Quality in this approach, according to Lloréns and Fuentes (2000), is determined by several factors, such as price and accessibility. The timing of this line is placed at the moment when price and quality go together as determinants of the consumer's choice.
- *Quality as compliance.* The technical quality is usually named compliance quality (Larrea, 1991) and it is the adequacy of the manufactured product characteristics to specifications.
- *Satisfaction of the users' expectations.* The basic principle underlying this aspect states that high levels of quality will be achieved if the users' expectations are covered. This line of work is more complex than the previous ones since the judgments made by customers fluctuate both in time and terms of service. Quality, within this approach, means perception by the consumer. (Grönroos, 1990).

This last approach is currently the most used and the customer is placed as the core of the service (Criado and Calvo de Mora, 2004). Research is necessary in order to identify the key points to be taken into account to obtain the most out of the services from the point of view of the users (Calabuig, Quintanilla and Mundina, 2008), as this will improve the perceived quality understood as the measure of the judgments about the overall excellence of the borrower providing a service to the consumer, or the satisfaction of the requirements, desires and expectations of the service consumers-users. (Mundina and Calabuig, 1999).

One of the most known proposals in measuring the service quality is SERVQUAL (Zeithaml, Parasuraman y Berry, 1992). Since service quality cannot be evaluated through objective measures, these authors proposed measuring the perceived service quality of the consumer using a scale of 22 items grouped into 5 dimensions: tangible elements, reliability, response capacity, safety and empathy. This tool has been criticized for conceptual reasons (Cronin and Taylor, 1992, 1994; Teas, 1993), and operational reasons (Buttle, 1996). Thus Cronin and Taylor (1992) built the scale SERVPERF, which in essence is the same as SERVQUAL, with the modification that subjects are only asked to assess the subsequent perception of the received service. This second proposal has generated a lot of instruments that assess the quality from the subsequent perception after receiving the service.

Another criticism made to SERVQUAL is lack of specificity (Calabuig, Quintanilla, and Mundina, 2008); therefore specific instruments have been created for each of the different types of services (Martínez and Martínez, 2009). In the field of sports services we find different instruments such as the one designed by Afthinos, Theodorakisy Nassis (2005), the one elaborated by Bodet (2006) for French Fitness Sport Centers, QUESC created by Kim and Kim (1995), NEPTUNO designed by Calabuig, Quintanilla and Mundina (2008) or the one created by Sanz, Redondo, Gutiérrez and Cuadrado (2005) to assess satisfaction in those practicing spinning.

All of them are designed so that the assessor is the user of the service. However, customers are not the only ones who can provide information about sport services. Ovretveit (1991) proposed three types of quality in human services to be evaluated by different groups of assessors: a) *Customer's quality*, quality related to costumers' expectations; b) *Professional quality*, which ensures that the service meets the needs of the customer defined by professionals through the necessary techniques and procedures to fulfil the consumer's needs; c) *Management quality*, related to the more efficient and productive use of resources in order to achieve that the consumer meets his needs to the highest levels. These three types of quality are not incompatible (Chelladurai and Chang, 2000), on the contrary, the information provided by the different groups involved in the service provision will help to improve quality.

Unfortunately, moreover, the researches related to the satisfaction of users of the service have been focused mainly on methodological and theoretical aspects of the processes being studied, that in most cases do not provide valuable diagnostic information for the people in charge of the organizations, politicians and planners (Martínez-Tur, Peiró, Ramos and Tordera, 2000). For this reason Nuviola, Tamayo, Iranzo and Falcón (2008) designed a perception scale of sport organizations and of the services they provide (EPOD), which could be administered to the different groups of people involved in the service. EPOD is made up of 29 items grouped in four dimensions (sport technicians, material resources, activities and image of the organization) which is similar to the one carried out by Hernández (2001) and Morales, Hernández and Blanco (2005).

Thanks to this tool we will be able to know better the quality of service from different perspectives, which will mean valuable information for the organizations providing the services that will promote a continuous improvement and involve all the members, focusing on satisfaction of both the internal and external customer. Therefore, it is necessary to know not only the opinion of the boys and girls, at school age, direct users of these services but also the opinion of the providers, the direct technicians. The providers of the service are the ones who largely determine the results of the organization.

The purpose of this study was to determine the quality level of sport services addressed to a population at school age in a rural area of Huelva's province from a double perspective, the one from the boys and girls users of the service, and the one from the technicians, providers of the service.

The objectives that have guided our research are the following:

- To know the quality that users give to organizations and/or sport services where they perform their practices.
- To analyze the elements of the sport system: organization, material resources, and human resources.
- To compare the assessment that the users and technicians do of the different elements which make up the service provision.

METHODOLOGY

SUBJECTS

The sample selected constitutes 100 % of the population object of study. The participants were adolescents, boys and girls, who participate in organized physical activities managed by the Northern grouped service of Huelva's province (Service made up by 40 villages and hamlets), with an average age of $13,9 \pm 1,4$ years old. The total population is 463, being 70,2 % boys and 29,8 % girls.

The second group object of our study is made up by the total of direct sport technicians (sport instructor) that work with the children participants of organized physical activities. The number of sport instructors surveyed was 29, being the majority of the technicians, males, 65,5% of the total. It is a young group with an average age of $30,94 \pm 6,95$. The most common profession of the sport technician is sports coordinator (85,7%). Almost ninety percent of them have an employment contract. 62% have college degrees and 34,5% have intermediate studies (Secondary, Baccalaureate, Vocational training). The most frequent academic degree is Teacher of Physical Education (60,7%) and 3,6% state they do not have sports academic qualifications.

No other group of people has been selected for the research, since the organization managers are not present in the vast majority of the places (only one of them has this figure) and parents are one of the weaknesses of the sport system at school age (Nuviala, Ruiz and García, 2003), since their involvement in their children's sport activities is very poor.

INSTRUMENT

The instrument used is the scale of perception of sport services (EPOD) (Nuviala, Tamayo, Iranzo and Falcón, 2008), designed for assessing satisfaction of sport service costumers. EPOD is a direct and practical application tool on the perception that customers and sport technicians have of the sport organization and the services they provide.

The instrument has the psychometric properties necessary for the development of this type of work. The content validity was achieved following the methodo-

logical guidelines proposed by Martinez (1995). In the first place, the dimensions and variables were defined after a literature review and the indicators were selected according to their relevance in content and application viability. Later, a selection was made of external people who collaborated in the writing of the questions, and had experience in the scientific and practical field of the topic to research. This group carried out a series of objections and comments materialized on a scale that assessed “the suitability-coherence” of the items. Lastly, the final questionnaire was developed with the indicators that had greater acceptance by the group of experts. The final result with a scale, Likert type of 5 points, from “strongly disagree” (1) to “strongly agree” (5), comprising 29 items grouped in four dimensions: Sport technicians, material resources, activities and image of the organization.

Criterion validity was established from Pearson’s correlation coefficients between the score of the service assessment and the overall assessment measured with EPOD. The result shows a high correlation between both variables. (Pearson= 0,168, $p=.001$).

For the construct validity, an exploratory factor analysis was carried out on the 29 items, by the principal components extraction method and later Varimax Rotation. Before carrying out the analysis, we calculated Kaiser-Meyer-Olkin’ (KMO) measure of sampling adequacy and Bartlett’s test of sphericity. The KMO index showed a value of .939 and Bartlett’s test was statistically significant ($\chi^2_{406} = 5495.737$; $p < .001$), which led to the conclusion that the application of the factor analysis was relevant. The rotation procedure used was Varimax even though it is advised to be used in cases where factors are not related. It was chosen because of the theoretical interest of separating as far as possible the resulting factors despite checking the factors’ relations. The resulting dimensional structure consists of five factors (activities, sport technicians, facilities, materials and image) that together account for 60.11% of the variance (Table 1).

The tool reliability was determined by Cronbach’s Alpha coefficient, obtaining excellent results in each of scales or dimensions that make up EPOD. All the items were kept to improve the reliability of the different dimensions, since the total reliability was reduced and the reliability of each of them was good (George and Mallery, 1995).

The internal consistency of EPOD’s five dimensions was assessed with Cronbach’s Alpha (Table 1). The values ranged from .799 (Technicians) and .885 (Activities).

Factor	Activities	Sport Technicians	Facilities	Materials	Image	h^2
1. The teacher/technician is respectful of the schedule.	.475					.430
15. The range of activities is updated.	.597					.456
16. The activity is enjoyable.	.564					.541
17. The tasks carried out in the classroom are varied enough.	.442					.476
18. The timetable is convenient for users	.645					.502
19. The activities end at the time indicated.	.666					.532
20. He/she is informed on the benefits of this activity.	.557					.565
21. He/she is satisfied with the relation quality/price of the activity.	.648					.551
22. With this activity I get the results expected.	.538					.511
25. It has been easy to join in the activity I participate.	.522					.442
27. The staff of the facilities is friendly.	.565					.529
2. He/she is happy with the treatment by the monitor/technician.		.571				.525
3. He/she believes the instructor/technician provides an adequate attention to the users-students from day one.		.542				.483
4. He/she believes that the instructor/technician adapts the classes to the interests-needs of the users-students.		.671				.584
5. He/she considers that the instructor/technician encourages the group sufficiently.		.776				.663
6. He/she perceives that the instructor/technician has well planned classes.		.746				.629
7. The changing rooms are sufficiently clean.			.800			.705
8. The changing rooms are wide enough.			.734			.658
9. The facilities are sufficiently clean.			.753			.717
10. The temperature is the adequate.			.715			.625
23. The facilities have some means to convey suggestions (Suggestion box, bulletin board).			.634			.542
11. There is sufficient material for the lessons.				.830		.754
12. The material is in perfect condition for use				.783		.760
13. The material is modern.				.737		.702
14. The safety of the facility is appropriate.				.517		.604
24. The information on the activities taking place in the centre is adequate.					.496	.553
26. The service staff is there when needed and always willing to help.					.557	.643
28. There is good relationship between the staff of the facility.					.706	.780
29. Your relationship with the group is friendly.					.739	.733
% explained variance	16.14	13.23	11.94	9.69	9.09	60.11
Eigen values	11.24	2.55	1.41	1.21	1.09	
Cronbach's alpha	.885	.799	.847	.857	.841	

Table 1. Factor rotation structure, communalities, Eigen values, Cronbach's alpha, and percent of variance accounted for by each factor.

Several socio-demographic questions were added to this instrument in order to establish differentiating profiles by gender, age, organization where the activities take place and sport modality. Another item was also added to determine the global assessment of the received service that could be graded from 0 to 10.

DATA ANALYSIS

Data were analyzed after being electronically tabulated and mechanized by means of the software package SPSS 17.0, that enabled the implementation of statistical techniques necessary for this research.

We resorted first to a descriptive analysis in which the statistics used for this purpose were the means and standard deviation. Next we proceeded to compare the means by means of two procedures: T-test for independent samples and one-factor ANOVA.

As it is known, the T-test allows us to check hypothesis about the differences between two independent means. Before this analysis we have used Levene's test for homogeneity or equality of variances which helps us to assume or reject equal variances. Once the degree of significance of this test is known, we use the information provided by SPSS 17.0, assuming or rejecting the equality.

On the other hand, one-factor ANOVA compares various groups in a quantitative variable. It is a generalization of the T-test for independent samples with more than two samples. ANOVA requires two conditions for its application, population normality and equality of variances. The first of them in populations of our size is not necessary and it is irrelevant, since the statistic F performs well even in populations whose distributions are far from normal (Pardo y Ruiz, 2002), while the second one is going to be measured by means of Levene's test. After that, we order the Games-Howell test for the assumption of unequal variances.

RESULTS

The overall assessment of the performed physical activity is very good. Practitioners, boys and girls, rate the sport service provided by the organization with $8,86 \pm 1,82$ out 10. We haven't found differences regarding gender ($8,9 \pm 1,76$ boys and $8,7 \pm 1,97$ girls, $p=.288$). As regards the direct sport technicians, the assessment is significantly lower $7,37 \pm 1,32$ out of 10. There are not significant differences regarding the gender of technicians ($7,5 \pm 1,26$ females and $7,31 \pm 1,37$ males, $p=.728$). If we compare the assessment of the service between users and technicians by means of the T-test, we notice the existence of significant differences ($p=.000$).

One of the objectives of our study is to relate the performed activity to the global assessment. To do so, we have carried out Table 2 where we can see that for

users, the assessment of the different activities ranges from 10 of the dance activity to 7,11 obtained by basketball. Technicians, depending on the activity in which they work, do not present statistical differences in their judgement (Note that the assessment of the provided service (7,37) differs from the evaluation by activity (7,08), since there are technicians that develop their work in different sport modalities). Finally at establishing a joint estimation, user plus technicians, we notice there are differences in the final judgement.

	Sport modalities							Total	F	p
	Foot-ball/Indoor football	Basket-ball	Volley-ball	Athletics	Aero-bics	Tennis	Danc e			
Users	8.99±1.75	7.11±2.6	9.18±1.2	7.86±2.3 1	8.5±1	9.75±0.5	10±0	8.87±1.8 2	5.01 3	.00 0
Technicians	7.26±1.32	7±1.2	7±1.2	6.2±1.3	7.5±1.7 3	6.66±0.5 7		7.08±1.2 8	1.39 3	.23 1
Total population	8.88±1.77	7.05±1.9 8	8.51±1.5 6	7.55±2.2 4	8±1.41	8.42±1.7 1	10±0	8.58±1.8 6	6.79 7	.00 0

Table 2. Assessment of the sport activities by users, technicians, external and internal customers. Mean, standard deviation, ANOVA result and significance level.

One of the essential aspects of this research is to analyze the perception of the received or provided service through the different dimensions and variables of the instrument used (EPOD), in order to establish strategies to improve the perceived quality of the sport services provided by the different organizations. A relation has been found between the global assessment of the service and the average estimate referred to the different dimensions that make up the scale both individually for each of the groups and as a whole (Table 3).

Service Assessment	EPOD	
	Pearson's correlation	Sig. (bilateral)
Users	.128(**)	.007
Technicians	.983(**)	.000
External and Internal customers	.168(**)	.001

** The correlation is significant at level 0,01(bilateral).

Table 3. Correlation of the service assessment, received or provided, with the average score obtained by the service through EPOD.

For the users of the service, sport “technicians” are the strong point of the service, obtaining 3,85 out of a maximum of 5. On the contrary, facilities have obtained the lowest assessment, although the image that the organization conveys has obtained a very similar score, slightly higher. As regards “sports instructors” in the same way as for users, the “technicians” dimension is the most valued while facilities’ dimension is the most criticized. If we compare the means on each of the dimensions that make up the scale, only on the techni-

cian dimension we find significant differences in the judgment made by users and service providers.

DIMENSIONS		Users' assessment		Technicians' assessment		T	p
		Mean	Std. Dev.	Mean	Std.Dev.		
TÉCHNICIANS		3.85	1.06	4.16	0.52	-2.878	.006
MATERIAL RESOURCES	Facilities	3.32	1.07	3.09	0.89	1.249	.222
	Material	3.79	1.05	3.61	1.01	0.900	,376
ACTIVITIES		3.68	1.16	3.86	0.65	-1.331	.188
IMAGE OF THE ORGANIZATION		3.42	1.15	3.68	0.84	-1.217	.224

Table 4. Assessment of the service provided by the organizations through EPOD. T-test and significance level.

Finally, we relate the given scores in the different dimensions for each of the sport modalities. We have found differences in the assessment mean of the “technicians” dimension, being aerobics the one with the best assessment. Football and basketball are the worst rated. There are also differences in the item “facilities”, being dance the worst rated (table 5).

DIMENSIÓN	SPORT MODALITIES												
	Football	Basketball	Volleyball	Athletics	Aerobics	Tennis	Dance	Total	Levene	Sig.	F	p	
TÉCHNICIANS	3.87	3.88	4.18	4.17	4.43	4.36	4.27	3.96	1.895	.069	2.140	.038	
RESOURCES	FACILITIES	3.17	3.21	3.54	3.78	3.62	3.37	2.5	3.26	2.266	.037	2.464	,024
	MATERIAL	3.72	3.47	4.12	3.83	4.12	3.5	4.5	3.7	1.827	.093	1.497	,178
ACTIVITIES	3.7	3.63	3.87	3.92	4.06	3.78	4.41	3.74	.773	.610	.932	.481	
IMAGE OF THE ORGANIZATION	3.4	3.29	3.67	3.77	3.62	3.45	3.5	3.46	1.335	.232	1.325	.237	

Table 5. Assessment of the sport activities by EPOD. Mean, Levene's statistics, ANOVA and significance level.

DISCUSSION

Leisure-time sport, educational activities aimed at school age population have become an excellent means of training and development of positive social habits (Kirk, 2006), reaching to more boys and girls, while the society approves their realization. (Macphail, Gorely and Kirk, 2003). The goal of this study is to determine the perceived quality of this type of activities and besides determining it from a double perspective: the one from the service providers and the one from the users.

There are increasingly more works that are aimed at analyzing sport activities and the organizations that provide them, although as it is noted in several studies (Calabuig, Quintanilla and Mundina, 2008; Macphail, Gorely and Kirk, 2003; Tsitskari, Tsiotras and Tsiotras, 2006), they are still few, which makes difficult this part of the study: the discussion.

Unfortunately, this problem is not the only one, since as in the analysis of social intervention programs, a lot of them lack the necessary assessment methodology (Alvira, 1991; Anguera, 1991 and 1995; Chacón, Anguera and López, 2000), this prevents having the necessary feedback and taking the corresponding self-correcting proposals (Morales, Hernández-Mendo and Blanco, 2005).

The service assessment, both from perspective of the users and from the technicians, can be described as very positive, the data stated before prove it, although differences have emerged between the groups. The users have assessed the activity at a better extent than the service providers. Among the different sport modalities practices we have found out that dance, tennis and aerobics have been assessed more positively than the rest, all activities obtaining a score equal or above seven out of ten. The worst rated sport modality is basketball.

This research has several original aspects, in addition to compare the difference of perception between users and providers, we have the use of the instrument EPOD that may facilitate taking decisions in order to improve the quality of the organization.

The dimension “technicians” is the one with higher score, both for users and sports instructors. This result has surprised us but as it has happened in other studies, the direct human resources are one of the strongest points of the sport services (Afthinos, Theodorakis and Nassis, 2005; Bodet, 2006; Calabuig, Quintanilla and Mundina, 2008; Murray and Howat, 2002; Nuviala and Casajús, 2005; Nuviala, Tamayo, Iranzo and Falcón, 2008), and specifically in sport services and activities aimed at school age, it is also valued in this regard. (Nuviala, 2003; Nuviala and Casajús, 2005).

This result reinforces the idea defended in several works (Calabuig, Quintanilla and Mundina, 2008; Campos, 2007; Nuviala, 2003) according to which human resources, sport technicians are the essential elements in providing the service that sport organizations offer. So, this should be taken into account by the organizations in order to improve the quality of the service they provide.

The assessment of the users is high for this dimension, being the score close to four in almost all the items. On the other hand, sports instructors have assessed this dimension more positively than users. We have only found significant difference between the users and the service providers in one item regarding the perception of the adequate attention to users-students of the activity. This can be considered logical, since in the case of the sports instructors, they are doing

a self-perception of the work they perform. In the analysis for sport modalities, football and/or indoor football and basketball are the worst scored sport modalities.

The dimension sport facilities has obtained the lowest score. The item in which we find the greatest discontent is the cleaning of the changing rooms. On the other hand, technicians are more critical with this dimension than users. We should mention in this case that sport technicians, unlike Nuviala did (2003) are more critical with facilities than with the provision of material available for their work. We can think that from their perspective a poor facility determines more a quality provision of the service than an inappropriate and/or insufficient material, understanding that in this case the sports instructors look for the necessary resources to prevent that the problem of the material determines the development of their work, which is harder to do in case of having an improper facility.

As for the activities dimension we also have a relatively high score. The item with the lowest score is the update of activities. This finding is logical since the vast majority of students do the same activity: football and indoor football, which gives an idea of the short offer or possibilities of sport practice with which we count in this rural area, aspect that is repeated in other areas (Nuviala, 2003).

The last of the dimensions we have analyzed is the image that users have of the organization where they practice, and as we have seen before the results are also good, a fact that is repeated in the study by Nuviala, Ruiz and García (2006). Among the results we see that there are two aspects to be improved. They are the related to information or communication between organization-student. On the one hand we find the possibility of the user communicating to the organization, practically non-existent in the students' opinion. On the other hand, the information provided by the organization has to be improved. Furthermore, if there is interest in this regard by those responsible for providing the service, they are easily solved by launching some means of communication between the student and the organization (suggestions box, questionnaires, interviews with the people in charge of the organization, etc.) and the multitude of possibilities for transmitting the information that organizations have at their disposal nowadays (internet, posters, mailing, radio and television, etc.).

After this analysis of the results, we believe that we must follow the proposal of quality improvement made by Chelladurai y Chang (2000), adapted to the educational sport programs aimed at school-age population, not limiting ourselves to develop a single line of improvement. Quality shall be evaluated through indicators that measure not only sport results, but also bear in mind participation rates, dropout rates, practice habits, social impact of the activity or organization, development of the sport training process, satisfaction with the service received, etc. In other words, we need a definition of quality school sport in order to evaluate it, fact that is repeated when we talk about quality of School Physical Education, which also lacks a consensus about it (Penney, Brooker, Ha and Gillespie, 2009), and although its definition may be difficult and complicated

(Marsden and Weston, 2007), we think it is of vital importance because of the impact these programs have on children and adolescents' lifestyle.

We will conclude as Grönroos did, stating that quality is not defined exclusively by the organization, but it is also defined by the customers themselves. As it has happened in other studies (Nuviala and Casajús, 2005), the difference of existing opinion regarding perceived quality is noticeable between customers and the assessment that we can make as external evaluators of these activities. Thus, organizations interested in improving quality through the external and internal customer's satisfaction (Nuviala, Tamayo, Iranzo and Falcón, 2008), should keep in mind the customers' opinions and adopt communication measures with them in order to enhance the sport culture and the culture of the organization.

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